



BENTONVILLE HIGH SCHOOL

1801 Southeast J Street
Bentonville, Arkansas 72712

(479) 254-5100 ♦ Fax: (479) 271-1184

<http://www.bentonvillek12.org>

2007 US Department of Education Blue Ribbon School

IB World School

To: Senator Jimmy Jeffress and Representative Eddie Cheatham, Chairs of the Arkansas Education Committee, and Education Committee members

Date: November 20, 2012

From: Kim Garrett, Principal of Bentonville High School

Re: K-12 On-line courses and Concurrent College Courses in High Schools

Key Points about Online Courses

- “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” John Dewey. According to “Digital Learning Now!” created by the Foundation for Excellence in Education (2010), on-line learning is one way to do things differently to ensure that:
 - All students are digital learners.
 - **Remove the barriers for students from poverty who need schools to teach them how to be digital learners to compete with their peers.**
 - All students have access to high quality courses.
 - **Remove the barriers for students in public school districts who cannot provide access to all AP courses, multiple foreign language courses, etc.**
 - Learning is personalized to meet students’ needs and desires.
 - **Support schools and teachers in being able to personalize learning for students at the secondary level where one teacher is responsible for 150 students.**
 - Student progress is based on demonstrated competency.
 - **Remove the seat-time requirement or school board waiver requirement for course credit.**
 - Infrastructure supports digital learning.
 - **Remove the requirement that learning resource money must be spent with textbooks and not interactive and adaptive multimedia.**
- Quality on-line learning experiences can be a tool to support the future workforce of the state of Arkansas
 - **Increase high school graduation rates by providing a more personalized,**

relevant, flexible learning structure.

- Increase college graduation rates by better teaching online skills to students in K-12.
- Decrease college remediation rates by providing a more personalized, relevant, flexible learning structure.
- Ensure that Arkansas students can compete in the global workforce through the use of current technology.

On-line Resources:

1. Foundation for Excellence in Education: <http://www.excelined.org/>
2. Digital Learning Now Report
<http://www.excelined.org/Docs/Digital%20Learning%20Now%20Report%20FINAL.pdf>
3. Why States should Require Online Learning: http://www.huffingtonpost.com/tom-vander-ark/online-learning_b_1217377.html
4. Personalizing the Classroom Experience:
http://www.tomorrow.org/speakup/pdfs/SU11_PersonalizedLearning_Educators.pdf
5. Indiana moves closer to online education mandate:
<http://www.onlinecolleges.net/2012/02/03/indiana-moves-closer-to-online-education-mandate/>
6. Georgia General Assembly- SB 289 (students are required to take on course containing online learning): http://www1.legis.ga.gov/legis/2011_12/sum/sb289.htm
7. Florida Digital Learning Bill 7197:
http://www.fldoe.org/GR/Bill_Summary/2011/HB7197.pdf
8. Michigan Act 451 of 1976 – Section 380.1278a Graduation Requirements of online course or learning experience requirement (p. 182):
<http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-451-of-1976.pdf>
9. Alabama Chapter 290-3-23– Graduation Requirements on on-line/technology enhanced course or experience:
<http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-1.pdf>
10. Oklahoma 210:15-34-1 General Provisions – The Oklahoma Supplemental Online Course Program (OSOCP). <http://ok.gov/sde/sites/ok.gov.sde/files/Rules-Ch15Sub34SuppOnlineCourses.pdf>

Key Points about Concurrent College Classes

- “High School students who experienced college directly began to view themselves as real- and successful – college students.” Ms. Mitchell, Founding Principal of Middle College High School at Southwest Tennessee Community College. (Barnett & Kim, 2012, p. 9)
- “Better prepared high school graduates, with college credits already earned, can be expected to do well in college.” (Barnett & Kim, 2012, p. 9)
- “A college representative stated: ‘Dual enrollment is the way to go. You can’t do higher

education without it now. The state of Tennessee changed its funding [formula for higher education]. We're outcomes based now. Persistence and graduation rates determine your funding. So [it helps if] you can get kids with college credits and shorten their time to graduation and get them to finish on time." (Barnett & Kim, 2012, p. 9

- EXCElerate! Pilot Project developed by the Community Service Council of Tulsa, Tulsa Community College, Tulsa Public Schools and Union Public Schools
 - Tulsa Union's Collegiate Academy – Students can earn up to 27 units of college credit while attending high school. This program is sponsored by the P-20 Council.
 - **Bentonville High School wants to be a high school that can compete with Tulsa Union's Collegiate Academy. Will you help us and other Arkansas schools do this?**
 - **Analyze how concurrent funding can take place like Advanced Placement (AP) funding or analyze how current restrictions can be removed so that local community colleges can enter into partnerships like the EXCElerate! Project in Oklahoma.**

Resources:

1. EXCElerate! <http://www.csctulsa.org/content.php?p=303>
2. Tulsa Union High School Collegiate Academy:
<http://www.unionps.org/index.cfm?id=573>

Thank you for the great work that you do for all the Arkansas children. If I can provide additional information to you about these two topics, please do not hesitate to contact me.

Kim Garrett
kgarrett@bentonvillek12.org
479-254-5140 office
479-531-9867 cell



What is EXCELerate?

EXCELerate is a pilot project developed by the Community Service Council of Tulsa, Tulsa Community College, Tulsa Public Schools and Union Public Schools. The goal of the project is to increase opportunities for early college success to a more diverse population of high school students and help bridge the gap between high school and college by reducing remediation. The project began in Spring 2011 and will end at the conclusion of Spring 2013, after which, it will be assessed by the Oklahoma State Regents for Higher Education for impact and success.

How is EXCELerate funded?

Tulsa and Union public schools purchase college course textbooks.

The Attend College Early (ACE) tuition waiver from OSRHE pays for up to six credit hours of tuition.

TCC waives all fees except library and assessment fees (currently \$12.75).

Are EXCELerate courses different than regular college courses?

EXCELerate courses are the same in content and design as those taught at a TCC campus. TCC full-time faculty provide curriculum and ensure academic rigor. National Alliance of Concurrent Enrollment Partnership (NACEP) standards are used to assess faculty, curriculum, and assessment processes.

What are the requirements to teach an EXCELerate course?

An EXCELerate instructor is hired using the same criteria used to hire full-time faculty at TCC. Typically a Master's degree plus 15 hours of graduate level coursework in the discipline is required as well as an interview to assess the teacher's ability to teach the college course. High school teachers are required to teach a minimum of one semester at a TCC campus before teaching courses at the high school.

Who pays the teacher/instructor?

A high school teacher is paid through their district for teaching EXCELerate courses. TCC faculty are paid by TCC for teaching at the high school. TCC faculty liaisons are compensated by TCC for time spent mentoring and assessing EXCELerate instructors.

Are students required to take concurrent courses at their campus?

No. A student may take courses at the high school and/or TCC campus. Only courses taught at TPS and Union qualify for reduced fees and access to free textbooks through the EXCELerate project.

Do students receive college or high school credit for EXCELerate courses?

Students receive BOTH college and high school credit for all concurrent courses.

If courses have a common core students receive high school credit for a similar high school course.

TCC/Union - Rick Roach, Dean of High School Relations, rroach@tulsacc.edu, 918.595.7980

TCC/TPS - Carol Carr, Director Engaged Student Programming, ccarr@tulsacc.edu, 918.595.7595



EXCErate and Concurrent Enrollment Update

Research

Research indicates a positive correlation between the introduction of EXCErate courses and increased participation in concurrent enrollment (CE) courses by minority students, especially for African American and Hispanic students. African American student participation in concurrent enrollment increased from 2.4% to 5.1% of total student population and Hispanic student participation increased from 2.3% to 5.1% of total student population from Spring 2010 to Spring 2011 (Table 2). Concurrent enrollment participation at EXCErate schools increased from 195 to 476, a 144.1% increase, for the Spring 2010 to Spring 2011 period (Table 3).

Dean of High School Relations

Due to robust growth of concurrent enrollment offerings, TCC is no longer capable of providing adequate academic oversight, administration, and strategic planning for concurrent enrollment course offerings without full-time human resources devoted to such duties. A Dean of High School Relations position was created to begin the development of a department to support and strategically plan for growth in concurrent enrollment course offerings. Rick Roach was selected to become the Dean of High School Relations at TCC effective August 1, 2012.

Development of High School Relations Department

Primary functions of the High School Relations department are to provide academic oversight, administration, and strategic planning for concurrent enrollment course offerings. In addition, the EXCErate project requires implementation of new control mechanisms and research to determine effectiveness of course offerings in high schools during the school day.

Staff Positions

Carol Carr, Director of Engaged Student Programming, and Ernie Evans, now Associate Dean of Liberal Arts at TCC Northeast Campus have provided support for concurrent enrollment activities as high school liaisons to Tulsa Public Schools since Fall 2009. Carol will continue to provide support with limited duties. At the beginning of Fall 2012 special assignment hours were approved to support EXCErate that include; Project Management, Program Evaluation, and Financial Sustainability Analysis. Three part-time instructors were chosen to work on these special assignments due to their expertise in these fields and will report to the Dean of High School Relations.

Faculty Liaisons

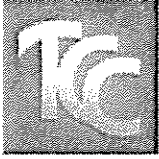
To ensure quality and rigor of concurrent courses taught in high schools through the EXCErate program, CEP guidelines were developed and the role of Faculty Liaison was established by the Faculty Association, Director of Dual and Concurrent Enrollment (now Dean of High School Relations), and Vice President of Academic Affairs. Faculty Liaison positions were first implemented in the Fall 2012 semester. Faculty Liaison requirements and duties are listed in the CEP guidelines. Faculty Liaisons receive reassigned time or special assignment pay as compensation for these duties, which are in addition to their annual contract.

George Kaiser Family Foundation Endowment

Dean of High School Relations, Rick Roach, was recently named the George Kaiser Family Foundation Endowed Chair of Collegiate Academies. As GKFF Chair of Collegiate Academies Rick will work closely with Tulsa Public School District's Rogers College High School and Union Public School District's Collegiate Academy in providing on-site concurrent college courses to their enrolled students with the goal of expanding access to a diverse group of students.

Table 2. Race categories of TCC concurrently enrolled students before and after EXCELeRate.

Specific Semesters	Fall 2009	Fall 2010	Percent Change	Spring 2010	Spring 2011	Percent Change
Total Students	808	889	+10.0%	911	1,272	+39.6%
Race						
American Indian or Alaska Native	66 (8.2%)	70 (7.9%)	+6.0%	73 (8.0%)	91 (7.2%)	+24.7%
Asian	9 (1.1%)	21 (2.4%)	+133.3%	16 (1.8%)	28 (2.2%)	+75.0%
Black or African American	13 (1.6%)	41 (4.6%)	+215.4%	22 (2.4%)	65 (5.1%)	+195.5%
Hispanic of Any Race	15 (1.9%)	38 (4.3%)	+153.3%	21 (2.3%)	65 (5.1%)	+209.5%
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	N/A	1 (0.1%)	3 (0.2%)	+200.0%
White	611 (75.6%)	610 (68.6%)	-0.2%	674 (74.0%)	842 (66.2%)	+24.9%
More Than One Race	23 (2.8%)	22 (2.5%)	-4.3%	23 (2.5%)	64 (5.0%)	+178.3%
Not Reported	71 (8.8%)	87 (9.8%)	+22.5%	81 (8.9%)	114 (9.0%)	+40.7%



Progress Report

A proposal was approved by the Oklahoma State Regents for Higher Education on September 9, 2010, to grant exceptions to certain policies for a two-year pilot project. The request for policy exceptions are as follows: *3.9 Institutional Admission and Retention*, *3.19 Assessment* and *3.20 Remediation*. These exceptions allowed TCC to create a pilot project that expands concurrent enrollment access for nine high schools in the Tulsa Public School system and Union High School originally effective Fall 2010 to Spring 2012, it was later revised by OSRHE to begin Spring 2011 and concludes the end of Fall 2012. Policy exceptions allow the following:

- Juniors and seniors with a composite score of 19 on the ACT or GPA of 2.5 and a score of 19 in the subject area of course taken to be eligible for concurrent enrollment;
- Sophomores with a 15 PLAN score or equivalent EXPLORE score to enroll in TCC's Strategies for Academic Success as a prerequisite for concurrent enrollment during their junior and senior years;
- A combined workload of 19 hours excluding extracurricular elective courses;
- Students who receive a cumulative GPA below 2.0 to be placed on academic probation for one semester and be required to earn at least a 2.0 GPA during the subsequent semester to continue with concurrent enrollment;
- High school teachers who meet TCC faculty qualifications to teach concurrent enrollment courses; and
- Concurrently admitted students to enroll in remedial/developmental courses offered by TCC.

The pilot project began in Spring 2011 and is scheduled to end at the conclusion of the Fall 2012 semester. A detailed report, complete with all data and research for the project, will be submitted to the OSRHE at that time.

The pilot project was developed by TCC, TPS, and UPS collaboratively through a P-20 Concurrent Enrollment Council steered by the Community Services Council of Greater Tulsa. During the meetings, it was decided that the Attend College Early (ACE) scholarship would be applied to concurrent students participating in the program as provided by the OSRHE, TCC would lower fees to \$12.75 per three credit hour course to cover library and assessment fees, and TPS and UPS would pay for textbooks for students enrolled in the pilot project. Public relations and marketing departments from the three educational institutions developed the name "EXCELerate" as a brand name for the pilot project. Brochures, press releases, and all promotional materials have used the name "EXCELerate" to assist community stakeholders in differentiating it from the regular concurrent enrollment program at TCC.

Although participation has been higher than expected, access has only been limited by the availability of qualified college instructors and professors. Many part-time instructors work during the day and full-time professors are either not interested in teaching in a high school environment or scheduling courses at the high school and college campus is logistically prohibitive. Noteworthy is the limited pool of qualified high school teachers with educational credentials to teach the college courses and a lack of incentives to motivate them to teach the courses at the high school. Those that do have the credentials and interest are usually teaching college courses after the regular school day at a TCC campus and getting paid the part-time instructor rate of pay by TCC.

All institutions involved in the alliance have provided human and other resources necessary to provide special enrollment processes and student support during the pilot project. TCC has awarded faculty reassignment time, administrator special-project time, has increased responsibilities of student support service personnel, and created a temporary part-time role of Dual and Concurrent Enrollment Director in order to support the pilot project. TPS employs a Concurrent Enrollment Coordinator to liaise between nine high schools and the TCC appointed high school liaison and Dual and Concurrent Enrollment Director. TPS has also charged counselors and Assistant Principals to provide

student services necessary for enrollment and special advisement as well as facilitating TCC faculty classroom and resource space. UPS has reassigned administrators and faculty to provide necessary student support services. UPS has also provided Curriculum Specialists in major disciplines to work with TCC faculty and provide additional academic support to students as needed.

This progress report contains data and analysis for the initial Spring 2011 cohort group for the exception that revised the composite ACT scores and GPA necessary for admission to the college. Data is being collected and analyzed for subsequent cohort groups and exceptions and will be included in the final report to the OSRHE on February 4, 2013.

Respectfully,

Rick Roach, MBA
Associate Dean of Business and I.T.
Director of Dual and Concurrent Enrollment

Table 3. High schools of TCC concurrently enrolled students before and after EXCELErate.

Specific Semesters	Fall 2009	Fall 2010	Percent Change	Spring 2010	Spring 2011	Percent Change
Total Students	808	889	+10.0%	911	1,272	+39.6%
High School (Union and Tulsa Public School Districts Only)						
Booker T. Washington	12 (1.5%)	24 (2.7%)	+100.0%	27 (3.0%)	40 (3.1%)	+48.1%
Central	0 (0%)	9 (1.0%)	N/A	0 (0%)	8 (0.6%)	N/A
East Central	3 (0.4%)	17 (1.9%)	+466.7%	3 (0.3%)	32 (2.5%)	+966.7%
Edison	28 (3.5%)	25 (2.8%)	-10.7%	37 (4.1%)	44 (3.5%)	+18.9%
McLain	0 (0%)	7 (0.8%)	N/A	0 (0%)	6 (0.5%)	N/A
Memorial	14 (1.7%)	19 (2.1%)	+35.7%	19 (2.1%)	31 (2.4%)	+63.2%
Nathan Hale	2 (0.2%)	14 (1.6%)	+600.0%	12 (1.3%)	15 (1.2%)	+25.0%
Will Rogers	3 (0.4%)	0 (0%)	N/A	1 (0.1%)	11 (0.9%)	+1,000.0%
Daniel Webster	0 (0%)	16 (1.8%)	N/A	8 (0.9%)	16 (1.3%)	+100.0%
All TPS High Schools	62 (7.7%)	131 (14.7%)	+111.3%	107 (11.7%)	203 (16.0%)	+89.7%
Union	92 (11.4%)	135 (15.2%)	+46.7%	88 (9.7%)	273 (21.5%)	+210.2%
All EXCELErate Schools	154 (19.1%)	266 (29.9%)	+72.7%	195 (21.4%)	476 (37.4%)	+144.1%

N/A = Percent change calculation is not applicable when zero is one of the numbers.

**EXCELerate Concurrent Enrollment Pilot Program
Analysis of Spring 2011 and Fall 2011 Cohorts**

May 16, 2012

**Office of Planning and Institutional Research
Tulsa Community College**



Executive Summary

An analysis of the EXCELerate pilot program was conducted to examine the characteristics and success of the students participating in the program. A total of 621 juniors and seniors took TCC classes at either Union High School or one of the Tulsa Public Schools high schools during the spring or fall 2011 semesters. Comparison data are also presented for high school students who took TCC courses on one of TCC's four campuses during the same semesters.

The tables below include statistics regarding the demographic characteristics, high school information, and student success measures of the students in the two groups noted above. The student success measures used for this report are persistence to the subsequent semester in TCC courses, the number of high school seniors in spring 2011 who matriculated to TCC in fall 2011, and the number of grades with a C or better in TCC courses.

Part of the EXCELerate program involves lowered admissions requirements for concurrent students. Typical admissions criteria require a composite ACT score of 19 or a GPA of 3.0 for seniors and a composite ACT score of 21 or GPA of 3.5 for juniors. Juniors and seniors in the EXCELerate program can be admitted to TCC with a composite ACT score of 19 or a high school GPA of 2.5. Only 18 (5.3%) of spring 2011 EXCELerate students and 7 (2.5%) of fall 2011 EXCELerate students needed the lowered admissions requirements to enroll in TCC courses. Because of these small numbers, the statistics for all students in the EXCELerate program are presented together below.

Table 1. Demographic characteristics of students in the two groups.

Term	Spring 2011		Fall 2011		Total*	
	EXCELerate Students	Concurrent Students at TCC Campuses	EXCELerate Students	Concurrent Students at TCC Campuses	EXCELerate Students	Concurrent Students at TCC Campuses
Total Students	339	472	282	523	621	957
Gender						
Male	131 (38.6%)	167 (35.4%)	108 (38.3%)	208 (39.8%)	239 (38.5%)	357 (37.3%)
Female	193 (56.9%)	305 (64.6%)	166 (58.9%)	315 (60.2%)	359 (57.8%)	600 (62.7%)
Not Reported	15 (4.4%)	0 (0%)	8 (2.8%)	0 (0%)	23 (3.7%)	0 (0%)

Term	Spring 2011		Fall 2011		Total*	
	EXCELerate Students	Concurrent Students at TCC Campuses	EXCELerate Students	Concurrent Students at TCC Campuses	EXCELerate Students	Concurrent Students at TCC Campuses
Total Students	339	472	282	523	621	957
Race						
American Indian or Alaska Native	16 (4.7%)	29 (6.1%)	7 (2.5%)	36 (6.9%)	23 (3.7%)	63 (6.6%)
Asian	11 (3.2%)	8 (1.7%)	11 (3.9%)	14 (2.7%)	22 (3.5%)	22 (2.3%)
Black or African American	43 (12.7%)	10 (2.1%)	16 (5.7%)	6 (1.1%)	59 (9.5%)	16 (1.7%)
Hispanic of Any Race	27 (8.0%)	14 (3.0%)	16 (5.7%)	14 (2.7%)	43 (6.9%)	28 (2.9%)
Native Hawaiian or Other Pacific Islander	2 (0.6%)	0 (0%)	0 (0%)	0 (0%)	2 (0.3%)	0 (0%)
White	166 (49.0%)	357 (75.6%)	182 (64.5%)	392 (75.0%)	348 (56.0%)	720 (75.2%)
More Than One Race	12 (3.5%)	24 (5.1%)	26 (9.2%)	34 (6.5%)	38 (6.1%)	54 (5.6%)
Not Reported	62 (18.3%)	30 (6.4%)	24 (8.5%)	27 (5.2%)	86 (13.8%)	54 (5.6%)

*Totals across semesters in the far right column represent unduplicated numbers and students who enrolled in both Spring and Fall 2011 are only counted once in the totals column; thus, the sum of Spring and Fall numbers do not always equal the values in the totals column.

**Some students took courses in the EXCELerate program as well as on one of the TCC campuses; these students are counted in both groups to most accurately reflect the student populations taking courses at the different locations.

Table 2. High school information of students in the two groups.

Term	Spring 2011		Fall 2011		Total*	
Student Group**	EXCErate Students	Concurrent Students at TCC Campuses	EXCErate Students	Concurrent Students at TCC Campuses	EXCErate Students	Concurrent Students at TCC Campuses
Total Students	339	472	282	523	621	957
High School Class Year						
Junior	43 (12.7%)	65 (13.8%)	71 (25.2%)	65 (12.4%)	114 (18.4%)	127 (13.3%)
Senior	296 (87.3%)	407 (86.2%)	211 (74.8%)	458 (87.6%)	507 (81.6%)	830 (86.7%)
High School (Union and Tulsa Public School Districts Only)***						
Booker T. Washington	33 (9.7%)	4 (0.8%)	18 (6.4%)	3 (0.6%)	51 (8.2%)	7 (0.7%)
Central	8 (2.4%)	0 (0%)	0 (0%)	1 (0.2%)	8 (1.3%)	1 (0.1%)
East Central	20 (5.9%)	0 (0%)	28 (9.9%)	0 (0%)	48 (7.7%)	0 (0%)
Edison	18 (5.3%)	16 (3.4%)	10 (3.5%)	22 (4.2%)	28 (4.5%)	35 (3.7%)
McLain	5 (1.5%)	1 (0.2%)	0 (0%)	0 (0%)	5 (0.8%)	1 (0.1%)
Memorial	27 (8.0%)	3 (0.6%)	4 (1.4%)	5 (1.0%)	31 (5.0%)	8 (0.8%)
Nathan Hale	10 (2.9%)	0 (0%)	12 (4.3%)	0 (0%)	22 (3.5%)	0 (0%)
Will Rogers	9 (2.7%)	1 (0.2%)	1 (0.4%)	0 (0%)	10 (1.6%)	1 (0.1%)
Daniel Webster	13 (3.8%)	2 (0.4%)	13 (4.6%)	1 (0.2%)	26 (4.2%)	3 (0.3%)
Union	195 (57.5%)	24 (5.1%)	196 (69.5%)	13 (2.5%)	391 (63.0%)	36 (3.8%)

*Totals across semesters in the far right column represent unduplicated numbers and students who enrolled in both Spring and Fall 2011 are only counted once in the totals column; thus, the sum of Spring and Fall numbers do not always equal the values in the totals column.

**Some students took courses in the EXCErate program as well as on one of the TCC campuses; these students are counted in both groups to most accurately reflect the student populations taking courses at the different locations.

***Students taking courses on TCC campuses came from 56 different high schools across the two semesters, with the most frequently represented high schools being Broken Arrow (22.5%), Jenks (13.1%), Homeschools (10.6%), and Bixby (10.1%). One student from Tulsa Hope Academy took a TCC course at Booker T. Washington in Spring 2011.

Table 3. Student success outcomes for students in the two groups.

Term	Spring 2011		Fall 2011		Total*	
	EXCErate Students	Concurrent Students at TCC Campuses	EXCErate Students	Concurrent Students at TCC Campuses	EXCErate Students	Concurrent Students at TCC Campuses
Total Students	339	472	282	523	621	957
Student Success Outcomes						
Persistence to Subsequent Semester	108 (31.9%)	171 (36.2%)	243 (86.2%)	441 (84.3%)	351 (56.5%)	581 (60.7%)
Matriculation to TCC in Fall 2011	82 of 296 (27.7%)	120 of 407 (29.5%)	N/A	N/A	Same as Spring 2011	Same as Spring 2011
Grades of C or Better	332 of 422 (78.7%)	616 of 704 (87.5%)	380 of 421 (90.3%)	778 of 865 (89.9%)	712 of 843 (84.5%)	1394 of 1569 (88.8%)

*Totals across semesters in the far right column represent unduplicated numbers and students who enrolled in both Spring and Fall 2011 are only counted once in the totals column; thus, the sum of Spring and Fall numbers do not always equal the values in the totals column.

**Some students took courses in the EXCErate program as well as on one of the TCC campuses; these students are counted in both groups to most accurately reflect the student populations taking courses at the different locations.

EXCELeRate Concurrent Enrollment Pilot Program
Follow-up Analysis of Demographic and High School Data

Office of Planning and Institutional Research
Tulsa Community College
June 19, 2012



Table 1. Demographic characteristics of students at different EXCELErate high schools (Spring 2011 and Fall 2011 students combined).

School District	Tulsa Public Schools										Total		
	Union Public Schools	Booker T. Washington	Central	East Central	Edison	McClain	Memorial	Nathan Hale	Will Rogers	Webster		TPS Total	
High School	Union High School	51	8	49	28	5	31	22	10	26	230	All EXCELErate Schools	621
Total Students	391												
Gender													
Male	155 (39.6%)	15 (29.4%)	3 (37.5%)	19 (38.8%)	11 (39.3%)	2 (40.0%)	16 (51.6%)	8 (36.4%)	1 (10.0%)	10 (38.5%)	85 (37.0%)		240 (38.6%)
Female	222 (56.8%)	34 (66.7%)	5 (62.5%)	29 (59.2%)	15 (53.6%)	3 (60.0%)	15 (48.4%)	12 (54.5%)	9 (90.0%)	14 (53.8%)	136 (59.1%)		358 (57.6%)
Not Reported	14 (3.6%)	2 (3.9%)	0 (0%)	1 (2.0%)	2 (7.1%)	0 (0%)	0 (0%)	2 (9.1%)	0 (0%)	2 (7.7%)	9 (3.9%)		23 (3.7%)
Race													
American Indian or Alaska Native	12 (3.1%)	1 (2.0%)	0 (0%)	0 (0%)	2 (7.1%)	0 (0%)	3 (9.7%)	2 (9.1%)	1 (10.0%)	2 (7.7%)	11 (4.8%)		23 (3.7%)
Asian	11 (2.8%)	0 (0%)	0 (0%)	5 (10.2%)	0 (0%)	0 (0%)	0 (0%)	6 (27.3%)	0 (0%)	0 (0%)	11 (4.8%)		22 (3.5%)
Black or African American	17 (4.3%)	19 (37.3%)	4 (50.0%)	6 (12.2%)	2 (7.1%)	3 (60.0%)	2 (6.5%)	2 (9.1%)	0 (0%)	3 (11.5%)	41 (17.8%)		58 (9.3%)
Hispanic of Any Race	11 (2.8%)	4 (7.8%)	1 (12.5%)	17 (34.7%)	2 (7.1%)	0 (0%)	0 (0%)	1 (4.5%)	4 (40.0%)	4 (15.4%)	33 (14.3%)		44 (7.1%)
Native Hawaiian or Other Pacific Islander	0 (0%)	1 (2.0%)	0 (0%)	0 (0%)	0 (0%)	1 (20.0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (0.9%)		2 (0.3%)
White	246 (62.9%)	21 (41.2%)	1 (12.5%)	16 (32.7%)	21 (75.0%)	1 (20.0%)	19 (61.3%)	8 (36.4%)	3 (30.0%)	12 (46.2%)	102 (44.3%)		348 (56.0%)
More Than One Race	23 (5.9%)	3 (5.9%)	0 (0%)	0 (0%)	1 (3.6%)	0 (0%)	4 (12.9%)	0 (0%)	2 (20.0%)	5 (19.2%)	15 (6.5%)		38 (6.1%)
Not Reported	71 (18.2%)	2 (3.9%)	2 (25.0%)	5 (10.2%)	0 (0%)	0 (0%)	3 (9.7%)	3 (13.6%)	0 (0%)	0 (0%)	15 (6.5%)		86 (13.8%)

Table 2. Race categories of TCC concurrently enrolled students before and after EXCELeRate.

Specific Semesters	Fall 2009	Fall 2010	Percent Change	Spring 2010	Spring 2011	Percent Change
Total Students	808	889	+10.0%	911	1,272	+39.6%
Race						
American Indian or Alaska Native	66 (8.2%)	70 (7.9%)	+6.0%	73 (8.0%)	91 (7.2%)	+24.7%
Asian	9 (1.1%)	21 (2.4%)	+133.3%	16 (1.8%)	28 (2.2%)	+75.0%
Black or African American	13 (1.6%)	41 (4.6%)	+215.4%	22 (2.4%)	65 (5.1%)	+195.5%
Hispanic of Any Race	15 (1.9%)	38 (4.3%)	+153.3%	21 (2.3%)	65 (5.1%)	+209.5%
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	N/A	1 (0.1%)	3 (0.2%)	+200.0%
White	611 (75.6%)	610 (68.6%)	-0.2%	674 (74.0%)	842 (66.2%)	+24.9%
More Than One Race	23 (2.8%)	22 (2.5%)	-4.3%	23 (2.5%)	64 (5.0%)	+178.3%
Not Reported	71 (8.8%)	87 (9.8%)	+22.5%	81 (8.9%)	114 (9.0%)	+40.7%

Table 3. High schools of TCC concurrently enrolled students before and after EXCELErate.

Specific Semesters	Fall 2009	Fall 2010	Percent Change	Spring 2010	Spring 2011	Percent Change
Total Students	808	889	+10.0%	911	1,272	+39.6%
High School (Union and Tulsa Public School Districts Only)						
Booker T. Washington	12 (1.5%)	24 (2.7%)	+100.0%	27 (3.0%)	40 (3.1%)	+48.1%
Central	0 (0%)	9 (1.0%)	N/A	0 (0%)	8 (0.6%)	N/A
East Central	3 (0.4%)	17 (1.9%)	+466.7%	3 (0.3%)	32 (2.5%)	+966.7%
Edison	28 (3.5%)	25 (2.8%)	-10.7%	37 (4.1%)	44 (3.5%)	+18.9%
McLain	0 (0%)	7 (0.8%)	N/A	0 (0%)	6 (0.5%)	N/A
Memorial	14 (1.7%)	19 (2.1%)	+35.7%	19 (2.1%)	31 (2.4%)	+63.2%
Nathan Hale	2 (0.2%)	14 (1.6%)	+600.0%	12 (1.3%)	15 (1.2%)	+25.0%
Will Rogers	3 (0.4%)	0 (0%)	N/A	1 (0.1%)	11 (0.9%)	+1,000.0%
Daniel Webster	0 (0%)	16 (1.8%)	N/A	8 (0.9%)	16 (1.3%)	+100.0%
All TPS High Schools	62 (7.7%)	131 (14.7%)	+111.3%	107 (11.7%)	203 (16.0%)	+89.7%
Union	92 (11.4%)	135 (15.2%)	+46.7%	88 (9.7%)	273 (21.5%)	+210.2%
All EXCELErate Schools	154 (19.1%)	266 (29.9%)	+72.7%	195 (21.4%)	476 (37.4%)	+144.1%

N/A = Percent change calculation is not applicable when zero is one of the numbers.

State Strategies for Awarding Credit to Support Student Learning

February 01, 2012

Awarding credits based on student mastery of content and skills can remove barriers to increasing student readiness for college and careers, according to a new issue brief released by the National Governors Association.

State Strategies for Awarding Credit to Support Student Learning shows how governors can lead efforts to foster alternative methods of awarding credit by working to:

- Build flexibility in state policy for students to earn credit based on learning;
- Modify school funding formulas to allocate resources based on student mastery of content and skills as opposed to enrollment;
- Ensure data systems are linked across state agencies and education providers; and
- Require public institutions of higher education to accept student transcripts with credits earned by demonstration of mastery.

Related Content

- [State Strategies for Awarding Credit to Support Student Learning](#)



Printed from the NGA Website.

State Strategies for Awarding Credit to Support Student Learning

Executive Summary

Research has called into question the ability of America's education system to produce the highly skilled workforce demanded by a 21st century economy. Reforms to increase student readiness for college and careers are hampered, in part, by an underlying education system that dictates inputs such as the amount of time students are required to complete a course (commonly known as "seat time"). States may not be able to realize the full potential of education reform until the system's focus shifts from time-based inputs to student learning outputs tied to the mastery of content and skills.

A total of 36 states currently have policies that provide school districts and schools with some flexibility for awarding credit to students based on mastery of content and skills as opposed to seat time. However, many states have policies that explicitly prohibit or overly restrict alternative methods of awarding credit. In nearly all states, rigid funding formulas work against school districts and schools that want to implement flexible policies for awarding credit. Moreover, the common practice of housing student-level data in incompatible systems prevents educators from accessing all relevant information to evaluate student learning.

As state policy leaders, governors are critical drivers in overcoming these and other large-scale challenges to building an education system that awards credit based on students' mastery of content and skills. Governors can lead efforts to overcome existing policy barriers by working to:

- Build flexibility into state policy to allow students to earn credit based on demonstrating mastery in the classroom and in expanded learning opportunities;
- Modify school funding formulas to allocate resources based on student mastery of content and skills as opposed to enrollment;
- Ensure that data systems are linked across state agencies and education providers; and
- Require public institutions of higher education to accept student transcripts with credits earned by demonstration of mastery.

The shift to an education system based on student mastery will require collaboration and support from a broad array of stakeholders. States may want to consider a phased-in implementation strategy through the use of task forces and pilot projects. States will also need to work with local school districts to identify student competencies that must be mastered to earn credit and provide professional development for educators.

Accountability systems will need to remove most time-based requirements in favor of a stronger emphasis on mastery. Credit-bearing expanded learning opportunities, such as after-school programs and internships, will need to be held to high standards to ensure quality and rigor sufficient for academic credit.

Why Crack the Carnegie Unit?

Research has demonstrated that the U.S. education sys-

tem is struggling to produce the highly skilled workforce demanded by a 21st century economy.¹ Reforms such as the Common Core State Standards, which aim to increase student readiness for college and careers, are hampered, in part, by an underlying education system that dictates inputs such as the amount of time required of students to complete a course (commonly referred to as “seat time”).

The corresponding credit(s) a student earns when he or she has completed the seat time and basic academic requirements for a course is called a Carnegie Unit. Seat time requirements were designed to ensure that students were present for a set amount of classroom instruction, but they do not take into account the varied pace at which students learned. That is because the number of seat hours required to complete a course is standardized across schools without regard to an individual student’s prerequisite knowledge and skills.

Furthermore, the basic level of proficiency required to earn credit for a course (often the grade of a “C” or higher) means that students may advance through the grades without learning critical content and skills and may later require remediation. For example, educators working to implement the Common Core in their classrooms will need to work within a predetermined amount of time—the set length of a course—to help students meet the new, more rigorous standards. This will require educators to deliver instruction at a pace that may hold back advanced students while simultaneously moving too quickly for struggling students.

In the current system, a student with a “C” average is promoted in the same manner as a student with an “A” or “B” average even though there is a significant difference in their levels of mastery of the course material. This is a major concern given the current high cost of remedial education, which is largely driven by students who advanced through the grades before mastering required content and skills. In 2010 alone, states spent roughly \$3.7 billion on providing remedial education services to students. During a time

of constrained budgets, this represents a significant amount of money could be repurposed if students progressed through the grades when sufficiently prepared. In a system that based student progression on mastery, students would be able to learn more rigorous material when it was clear they were prepared to do so.

Implications for State Policy

By shifting the education system from focusing on inputs such as seat time and the number of days in a school year to outputs such as student mastery of academic skills and knowledge, states could realize gains in student achievement. To do this, governors may want to enact systemic policy changes to:

- Build flexibility into state policy to allow students to earn credit based on demonstrating mastery in the classroom and expanded learning opportunities;
- Modify school funding formulas to allocate resources based on student mastery of content and skills as opposed to enrollment;
- Ensure that data systems are linked across state agencies and education providers; and
- Require public institutions of higher education to accept student transcripts with credits earned by demonstration of mastery.

Build Flexibility into State Policy to Allow Students to Earn Credit Based on Demonstrating Mastery in the Classroom and Expanded Learning Opportunities

Flexibility in state policy for districts and schools to award credits flexibly is a key policy change for states interested in transitioning to a focus on outputs such as student mastery. Governors can work with state boards of education, state agencies, and the legislature to implement policies that require school districts to allow students to earn credit based on demonstrations of mastery both in and out of the classroom.

To date, 36 states have policies that provide school districts and schools with some flexibility in meeting state

seat time requirements.² For example, Oklahoma requires high schools to allow students, upon request, to earn credits toward graduation based on demonstrations of mastery. Students demonstrate mastery by submitting a portfolio of work, thesis, other project or performance, or by taking a test.³ Yet, state policies that do allow credits to be earned flexibly often only apply to a limited number of credits or content areas. For example, some states allow schools to award credit based on mastery of content knowledge and skills for physical education, art, and health classes but not for core courses such as: English, math, history, and science.

Credit flexibility can be addressed in state policy through a number of strategies. One way is to allow students, on a case-by-case basis, to receive a limited waiver from seat time requirements. Another, more comprehensive credit flexibility option allows students to earn credit in multiple ways for any one course. For example, the Credit Flex policy in Ohio requires districts and schools to provide multiple pathways for earning high school credit. High school students may earn credit through a variety of programs, including distance learning and expanded learning opportunities (ELOs) such as after-school programs, summer programs, and internships.⁴

New Hampshire has taken credit flexibility a step further by requiring all public high schools to base credit attainment on student mastery rather than seat time. Similar to the policy in Ohio, students may earn credits in school-approved settings outside of the classroom, such as ELOs and community service.⁵ For example, schools may allow students to earn credits for physical education through participation in athletics.

Modify School Funding Formulas to Allocate Resources Based on Student Mastery of Content and Skills as Opposed to Enrollment

Governors can work with chief state school officers and state legislators to put in place budget policies that provide incentives to districts and schools to adopt credit flexibility.

Most states use enrollment counts as the basis of their school funding formula.⁶ An “enrollment count” refers to the number of students in a classroom for the entire school day on a particular date or range of dates. With that formula base, schools do not receive funding allocations for students who are out of the classroom for the entire school day or a significant part of the day on the date the count is taken. Students participating in learning experiences outside of the classroom such as work-force certificate programs, virtual courses, and blended courses, may not be present for the full school day, resulting in a lower count and less funding per pupil.⁷

Modifying school funding formulas to allocate resources based on student mastery can remove the financial barriers that often make moving toward a competency-based system challenging. For example, Florida’s online Florida Virtual School (FLVS) awards credits to students based on their successful mastery of content and skills as opposed to seat time.⁸ In 2003, the Florida Legislature voted to require a funding mechanism for the FLVS that is based on student accumulation of credits tied to the successful mastery of the specified content and skills as opposed to enrollment. By linking funding to student mastery, the school has an incentive to focus on and support student learning. As a result of the strong focus on student learning outcomes, with constant internal evaluations to ensure rigor, FLVS is one of a handful of virtual schools whose core course curriculum is approved by the National Collegiate Athletic Association (NCAA).

In a system based on student mastery, it is likely that some students may master the curriculum at a faster pace. For example, some students may complete the requirements for a high school diploma in fewer than four years and enroll in college courses ahead of their peers. School funding formulas should not penalize schools for a drop in enrollment due to the early progression of advanced students. Arizona schools are required to include early graduates in their enrollment class until their peers graduate from high school. Schools receive partial per-pupil funding based on how

early the student graduates from high school.⁹ Schools in Utah receive per-pupil funding for early graduates once the students have successfully completed their first year of college coursework.¹⁰

Ensure That Data Systems are Linked Across State Agencies and Education Providers

Linking student performance data across agencies and providers—to enable access to all information relative to student learning—is a key component of an education system based on student mastery. Governors can support the linking of data systems by working with agency heads and the legislature to remove barriers that prohibit agencies and organizations that provide ELOs from sharing data.

Improving access to and the availability of data across state agencies and education providers will ensure that educators, parents, and students have all available information on student progress toward mastery. Currently, data on student performance in school and in out-of-school credit-bearing opportunities are housed within different, often disconnected databases. In some cases, state policies related to data privacy explicitly prohibit the linking and sharing of student data across agencies and databases. Some state data systems were built in a silo and, as a result, are not technically compatible. Educators need access to all the relevant student learning data to evaluate mastery and award credits. For example, if an educator cannot review data on a student’s work in an ELO, they will not have sufficient information to justify awarding credit.

At the school district level, Strive Cincinnati in Ohio has partnered with Cincinnati Public Schools (CPS), area after-school programs, and others to create a “Learning Partner Dashboard.” The dashboard combines academic data from CPS, college access services, and mentoring and tutoring programs with nonacademic data such as health services. Because the data is housed in one place, educators are able to identify

which services are available to students, the extent to which the service has a positive impact on student performance, and the areas where additional support is needed.¹¹

Require Public Institutions of Higher Education to Accept Student Transcripts with Credits Earned by Demonstration of Mastery

To transition to a system based on student mastery, it is critical that institutions of higher education (IHEs) accept student transcripts with credits earned by demonstration of mastery. Governors can work with state higher education leaders, K–12 policymakers, and state boards of education to reach agreement on higher education admissions policies that allow for applications with credits earned by demonstration of mastery as opposed to seat time.

Governors have experience using collaborative entities to promote the ownership and engagement required for large-scale reforms that connect K-12 and higher education. Governors in Arizona, Colorado, Delaware, Kansas, Maryland, Maine, New Hampshire, Rhode Island, Virginia, Washington, and West Virginia have used executive orders to create P-16 or P-20 councils. These councils are able to recommend and, in some cases, drive a phased-in implementation of systemic reforms on a scale similar to the transition to a competency-based education system.

In addition, IHEs will need to understand how students are awarded credits; how student mastery is measured; and how to interpret demonstrations of mastery such as essays, portfolios, and/or descriptions of learning demonstrated in ELOs. In Colorado, former Governor Bill Ritter convened state policymakers, higher education leaders, and the business community to serve on the Governor’s P–20 Education Coordinating Council. Based on the council’s recommendations, the Colorado Legislature passed a bill that established descriptions of academic readiness for higher education and the workforce, standards for

student career and academic plans, and standards for a Web portfolio of student work that provides evidence of mastery. Because of their involvement in the process to establish the descriptions of academic readiness and the standards for student portfolios, the state's IHEs were comfortable aligning their admissions requirements to accept the Web portfolios as part of student application packages.¹²

A Look Ahead: Implementing a Competency-Based Education System

Allowing for credit flexibility has implications for all parts of a state's education system—from data-collection policies to school funding formulas. By phasing in implementation, states can thoughtfully address large-scale changes and build support and understanding of the new system with districts, schools, educators, parents, and students. Educators will need professional development on providing differentiated

instruction and on shifting focus from time to mastery. States may need to develop or create new standards and guidelines to evaluate mastery, including different assessments, guidelines for student portfolios, and rubrics to help educators define and evaluate mastery. Existing assessment system calendars may need to adjust to give teachers the flexibility to test students when they are ready. Accountability systems will need to remove most time-based requirements in favor of a stronger emphasis on mastery. Credit-bearing expanded learning opportunities will need to be held to high standards to ensure rigor sufficient for credit.

The shift to a competency-based education system will not be easy. It will require collaboration, ownership, and support from a broad array of stakeholders. Governors can use their strengths as policy leaders to overcome obstacles to this key reform. In doing so, they will be taking a major step to advance student achievement and create an American workforce ready to meet the demands of the 21st century economy.

Contacts:

Tabitha Grossman, Ph.D.
Program Director, Education Division
202/624-5312

Stephanie Shipton
Policy Analyst, Education Division
202/624-7857

Endnotes

- 1 By 2018, a projected 68 percent of jobs will require some form of postsecondary education. However, only 23 percent of high school graduates who took the ACT in 2010 were ready for college-level coursework. For additional information, see Anthony Carnavale, Nicole Smith, and Jeff Strohl, *Help Wanted: Projections of Jobs and Education Requirements Through 2018* (Washington, DC: Georgetown University Center on Education and the Workforce, 2010), <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/fullreport.pdf> (accessed Jan. 18, 2011).
- 2 States with policies related to decoupling seat time from credit attainment include Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New York, North Carolina, Oklahoma, Oregon, Rhode Island, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. For additional information, see Education Commission of the States, "Additional High School Graduation Requirements and Options," *StateNotes*, June 2011, <http://mb2.ecs.org/reports/Report.aspx?id=740>.
- 3 Additional information is in the Oklahoma state statutes and administrative code, available at <http://www.oar.state.ok.us/oar/codedoc02.nsf/frmMain?OpenFrameSet&Frame=Main&Src=751nm2shfcdnm8pb4dthj0chedppmcbq8dtmmak31ctjuijrgcln50ob7ckj42tkdt374obdcli00> and <http://www.oklegislature.gov/osstatuestitle.html>.
- 4 The Ohio Department of Education implemented a range of professional development resources for districts and teachers to support effective implementation of Credit Flex. State-provided resources included the identification of assessments of student mastery; the creation of an appeals process; the formation of an information and resource clearinghouse; and the provision of professional development for educators, based on materials created and disseminated in collaboration with professional associations. For additional information, see <http://www.ode.state.oh.us/GD/Templates/pages/ODE/ODEDetail.aspx?page=61>.
- 5 For additional information, see http://www.education.nh.gov/innovations/hs_redesign/index.htm.
- 6 "Enrollment counts" refer to the number of students enrolled in a school at a particular time or across a particular number of days. To be included in a school's enrollment count, students must be in classrooms for the entire school day.
- 7 "Blended courses" deliver instruction both online and in a classroom setting.
- 8 Schools are also prohibited from limiting access to the FLVS, and they are required to accept virtual course credit earned outside of the school day. For additional information, see <http://www.flvs.net/pages/default.aspx>.
- 9 Schools receive full per-pupil funding, minus \$2,200 for students graduating one year early and \$1,700 for students graduating one semester early. For additional information, see Jennifer Dounay Zinth, *Helping Students Get a Head Start on the 'Real World': State Strategies for Early High School Graduation* (Denver, CO: Education Commission of the States, May 2010), <http://www.ecs.org/clearinghouse/86/05/8605.pdf> (accessed Jan. 18, 2012).
- 10 For additional information, see <http://www.schools.utah.gov/CURR/gradinfo/Demonstrated-Competency.aspx>.
- 11 For additional information on Strive, see <http://www.strivetogether.org>.
- 12 Janet Lopez, "Colorado's P-20 Education Coordinating Council: 2007-2010," http://www.colorado.gov/governor/images/GOVR_Nov_10/P_20FinalReport.pdf (accessed Jan. 18, 2012).